	Universitas Negeri Surabaya Faculty of Education, Psychology Undergraduate Study Program	Document Code

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Pauli Test and Inventory		7320102141		T=2	P=0	ECTS=3.18	6	July 18, 2024

AUTHORIZATION		SP Developer	Course Cluster Coordinator	Study Program Coordinator
		....	....	Yohana Wuri Satwika, S.Psi., M.Psi.

Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix

	P.O

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	This course discusses the concepts and applications that underlie the creation of Pauli and Inventory test tools, related to the history of test tool creation, the theoretical basis used, as well as administration and scoring. A study that provides students with information regarding how to carry it out, related rules, and the code of ethics related to the use of the Pauli and Inventory test tools. Lectures are carried out using a direct learning system, group discussions, practice carrying out tests, compiling activity reports for the Pauli and Inventory test stages.

References	**Main :**

1. Anastasi, A. & Urbina, S. 2009. Psychological Testing. New Jersey: Prentice. Hall Inc
2. Gregory, l.J., 2004. Psychological Testing, 7th edition. New York: McMillan Company
3. Groth-Marnat, 2009. Handbook of Psychological Assessment 5th edition. New York : John Wiley & Sons, Inc.
4. Sugiyanto, 2004. Informasi Tes. Yogyakarta : Fakultas Psikologi UGM
5. Budiani. 2014. Modul Psikodiagnotika V. Untuk Kalangan Sendiri.

	Supporters:

Supporting lecturer	Meita Santi Budiani, S.Psi., M.Psi.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (*offline*)	Online (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	Understand the meaning and concept of the Pauli test and Inventory	Can explain the meaning and concept of the Pauli test and inventory	**Criteria:** 1.A. Contents 2.1. Accuracy of concept/material 3.2. Accuracy of supporting examples for the concept/material 4.3. Completeness of material coverage 5.4. Sequence and discussion of material 6.5. Depth in elaborating the material 7.B. Writing 8.6. Correct use of language 9.7. Conformity with the specified systematics 10.8. Neatness of layout	· Contextual Instruction · Team Based Project 2 X 50			0%
2	Understand the meaning and concept of the Pauli test and Inventory	Can explain the meaning and concept of the Pauli test and inventory	**Criteria:** 1.A. Contents 2.1. Accuracy of concept/material 3.2. Accuracy of supporting examples for the concept/material 4.3. Completeness of material coverage 5.4. Sequence and discussion of material 6.5. Depth in elaborating the material 7.B. Writing 8.6. Correct use of language 9.7. Conformity with the specified systematics 10.8. Neatness of layout	· Contextual Instruction · Team Based Project 2 X 50			0%
3	Understand the Pauli test and can practice scoring	Can explain the Pauli test and be able to practice Pauli scoring	**Criteria:** 1.A. Contents 2.1. Accuracy of concept/material 3.2. Accuracy of supporting examples for the concept/material 4.3. Completeness of material coverage 5.4. Sequence and discussion of material 6.5. Depth in elaborating the material 7.B. Writing 8.6. Correct use of language 9.7. Conformity with the specified systematics 10.8. Neatness of layout	Contextual Instruction Team Based Project Role Play and Simulation 2 X 50			0%

4	Understand the Pauli test and can practice scoring	Can explain the Pauli test and be able to practice Pauli scoring	**Criteria:** 1.A. Contents 2.1. Accuracy of concept/material 3.2. Accuracy of supporting examples for the concept/material 4.3. Completeness of material coverage 5.4. Sequence and discussion of material 6.5. Depth in elaborating the material 7.B. Writing 8.6. Correct use of language 9.7. Conformity with the specified systematics 10.8. Neatness of layout	Contextual Instruction Team Based Project Role Play and Simulation 2 X 50			0%
5	Understand the basic concepts and meaning of Pauli test norming.	Can explain the basic concepts and meaning of Pauli test norms.	**Criteria:** 1.A. Contents 2.1. Accuracy of concept/material 3.2. Accuracy of supporting examples for the concept/material 4.3. Completeness of material coverage 5.4. Sequence and discussion of material 6.5. Depth in elaborating the material 7.B. Writing 8.6. Correct use of language 9.7. Conformity with the specified systematics 10.8. Neatness of layout	Contextual Instruction Team based project Role Play and Simulation 2 X 50			0%
6	Able to administer Pauli tests starting from preparation, administration, scoring and norming of Pauli tests	Able to practice Pauli tests starting from preparation, administration, scoring and norming of Pauli tests	**Criteria:** 1.A. Contents 2.1. Accuracy of concept/material 3.2. Accuracy of supporting examples for the concept/material 4.3. Completeness of material coverage 5.4. Sequence and discussion of material 6.5. Depth in elaborating the material 7.B. Writing 8.6. Correct use of language 9.7. Conformity with the specified systematics 10.8. Neatness of layout	Case MethodRole Play and Simulation Administration PauliRole Play and Simulation Scoring PauliRole Play and Simulation Pauli Norming 2 X 50			0%

7	Able to administer Pauli tests starting from preparation, administration, scoring and norming of Pauli tests	Able to practice Pauli tests starting from preparation, administration, scoring and norming of Pauli tests	**Criteria:** 1.A. Contents 2.1. Accuracy of concept/material 3.2. Accuracy of supporting examples for the concept/material 4.3. Completeness of material coverage 5.4. Sequence and discussion of material 6.5. Depth in elaborating the material 7.B. Writing 8.6. Correct use of language 9.7. Conformity with the specified systematics 10.8. Neatness of layout	Case MethodRole Play and Simulation Administration PauliRole Play and Simulation Scoring PauliRole Play and Simulation Pauli Norming 2 X 50			0%
8	MIDDLE SEMESTER EXAMINATION (UTS)			2 X 50			0%
9	Understand measurement, meaning and basis of inventory	Can explain the measurement and meaning of inventory theory	**Criteria:** 1.A. Contents 2.1. Accuracy of concept/material 3.2. Accuracy of supporting examples for the concept/material 4.3. Completeness of material coverage 5.4. Sequence and discussion of material 6.5. Depth in elaborating the material 7.B. Writing 8.6. Correct use of language 9.7. Conformity with the specified systematics 10.8. Neatness of layout	Contextual Instruction Team Based Project 2 X 50			0%
10	Understand the meaning and administration of the PAPI test	Can explain the meaning of the PAPI test	**Criteria:** 1.A. Contents 2.1. Accuracy of concept/material 3.2. Accuracy of supporting examples for the concept/material 4.3. Completeness of material coverage 5.4. Sequence and discussion of material 6.5. Depth in elaborating the material 7.B. Writing 8.6. Correct use of language 9.7. Conformity with the specified systematics 10.8. Neatness of layout	Team Based Project 2 X 50			0%

11	Understanding how to measure and the meaning of PAPI test scoring	Can explain how to measure and the meaning of PAPI test scoring	Criteria: 1.A. Contents 2.1. Accuracy of concept/material 3.2. Accuracy of supporting examples for the concept/material 4.3. Completeness of material coverage 5.4. Sequence and discussion of material 6.5. Depth in elaborating the material 7.B. Writing 8.6. Correct use of language 9.7. Conformity with the specified systematics 10.8. Neatness of layout	Contextual Instruction Role Play and Simulation Team Based Project 2 X 50			0%
12	Understand the basic concepts and methods of measuring the 16 PF test	Can explain how to measure and the meaning of scoring the 16 PF test	Criteria: 1.A. Contents 2.1. Accuracy of concept/material 3.2. Accuracy of supporting examples for the concept/material 4.3. Completeness of material coverage 5.4. Sequence and discussion of material 6.5. Depth in elaborating the material 7.B. Writing 8.6. Correct use of language 9.7. Conformity with the specified systematics 10.8. Neatness of layout	Contextual Instruction Team Based Project 2 X 50			0%
13	Understand the administration and meaning of 16 PF scoring	Can explain the basic concepts and meaning of 16 PF scoring	Criteria: 1.A. Contents 2.1. Accuracy of concept/material 3.2. Accuracy of supporting examples for the concept/material 4.3. Completeness of material coverage 5.4. Sequence and discussion of material 6.5. Depth in elaborating the material 7.B. Writing 8.6. Correct use of language 9.7. Conformity with the specified systematics 10.8. Neatness of layout	Contextual Instruction Role Play and Simulation Team Based Project 2 X 50			0%

No	Sub-PO	Indicators	Criteria	Forms of learning			Percentage
14	Understand the basic concepts and meaning of other inventory scoring	Can explain the basic concepts and meaning of Big Five Personality and Eysenk scoring	**Criteria:** 1.A. Contents 2.1. Accuracy of concept/material 3.2. Accuracy of supporting examples for the concept/material 4.3. Completeness of material coverage 5.4. Sequence and discussion of material 6.5. Depth in elaborating the material 7.B. Writing 8.6. Correct use of language 9.7. Conformity with the specified systematics 10.8. Neatness of layout	Contextual Instruction Role Play and Simulation Team Based Project 2 X 50			0%
15	Able to administer PAPI and 16 PF inventory tests	Able to practice the PAPI Inventory and 16 PF tests	**Criteria:** 1.A. Contents 2.1. Accuracy of concept/material 3.2. Accuracy of supporting examples for the concept/material 4.3. Completeness of material coverage 5.4. Sequence and discussion of material 6.5. Depth in elaborating the material 7.B. Writing 8.6. Correct use of language 9.7. Conformity with the specified systematics 10.8. Neatness of layout	Case method Role Play and Simulation Administration Inventory PAPI and 16 PFRole Play and Simulation Scoring Inventory PAPI and 16 PFRole Play and Simulation Norming Inventory PAPI and 16 PF 2 X 50			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

Notes
1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.

9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.